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ABSTRACT

This document is a guidebook for new students at Minnesota Metropolitan State College, a newly created upper-level college whose curriculum is based solely on the basis of competencies in various areas. The guidebook describes the origins, accreditation, and organization of MMSC, the basic tenets of the college, study options at MMSC, and the educational format. In addition, information is included on admission, orientation, the educational pact development, implementation of the educational pact, and final evaluation and awarding of degrees. (HS)

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AN IRREGULAR GUIDE TO MMSC

minnesota metropolitan state college

HE 003 647

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IRREGULAR

GUIDE

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MMSC

by

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Members of the Faculty

MMSC

September, 1972

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DEDICATION

The authors also wish to acknowledge and dedicate this Guide to all of the students, both present and future, who will have the opportunity to use it and participate in its revision.

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Dear Student:

The purpose of this Guide is to help you to obtain the kind of education you want from MMSC. In the Guide one point is stressed: you -- the student -- are responsible for your education. We have given you authority commensurate with your responsibility.

When you complete your orientation program with the college, you will secure a faculty advisor. This advisor will assist you in exercising your authority and fulfilling your responsibilities in relationship to your education. Your advisor will help you plan your studies and will aid you in obtaining access to all of the resources of the college and the community. At MMSC, however, you will find faculty advisors to be just that -- advisors. Their function is to support you. Your advisor may disagree with you and try to change your thinking. What an advisor, other faculty member, or administrative officer may not do, however, is substitute their judgment for yours when it comes to making decisions about your education.

At any point if you find yourself unable to work things out to your satisfaction with your advisor, you should contact the Director of Orientation and Advising, Dr. Chester Oden. Beyond him lie the Vice President, Dr. Douglas Moore, and myself. All of us are accessible to you when you have need of us -- as are all of the other officers and faculty members. None of us has tasks more important than seeing to it that you receive your education from this college.

A final note: sometimes learning is both easy and fun; at other times it not only is hard work but not very pleasant work. You may experience difficulties and doubts -- about us and about yourself -- as you proceed through these non-ivied, non-walls. At such points, let us help. Use your advisor as a mentor, counselor, or confidant. And if your advisor fails you -- or if you simply don't want to use him or her -- call on the rest of us. Above all, don't let yourself flounder for lack of human contact. We are as close as the nearest telephone -- day or night. We want to serve you or we wouldn't be part of this exciting enterprise.

Cordially yours,

David E. Sweet
President

DES:

founded 1971 · a member of the minnesota state college system

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SECTION ONE

ORIGINS, ACCREDITATION, AND ORGANIZATION OF MMSC

Origins

Minnesota Metropolitan State College is the state's newest bachelor's degree-granting institution. The college was first proposed in 1968 by Dr. G. Theodore Mitau, Chancellor of the State College System, a proposal which was endorsed by the State College Board as part of its 1969 legislative program.

In May, 1971, the college was authorized by the Minnesota legislature, approved by Governor Wendell R. Anderson, and established by the State College Board. Between June, 1971, and February, 1972, a small group of college faculty and officers developed plans and procedures for opening the college. Since February, 1972, the college has admitted 50 to 75 new students per month. By June, 1973, the college expects to have an enrollment of approximately 1,000 students, most of whom will be working toward completing the last two years of a Bachelor of Arts degree.

Accreditation

A matter which often concerns students is that of the accreditation of the college in which they are pursuing a degree. Accreditation is, in effect, a "stamp of approval" by the academic community and is bestowed by regional accrediting bodies.

The regional organization from which MMSC secures accreditation is the North Central Association of Colleges and Secondary Schools (NCA). The NCA does

not extend accreditation to a new college until it has graduated its first "class". The Association has, however, established two types of recognition for colleges preliminary to full accreditation. The first of these is called "correspondent status" and the second is called "recognized candidacy". In January, 1972, the college was visited for two days by a team of two examiners from the Association. These examiners prepared a comprehensive written report which was reviewed by a committee of the Association at its annual meeting. As a result of the recommendation of the team, the committee, and the Association's Board of Directors, the Association extended correspondent status to the college in March, 1972.

In subsequent conversations between MMSC and the Association a calendar for moving the college toward full accreditation has been outlined. According to this calendar the college might apply for full accreditation as early as 1974 and probably no later than 1976.

In addition to seeking recognition from its regional accreditation association, the college has also sought official recognition for the work done by its students from other colleges and universities in the State of Minnesota. This is a normal procedure for new institutions. Letters are now on file from the University of Minnesota, Mankato State College, Winona State College, Moorhead State College, St. Cloud State College, and Bemidji State College indicating that these institutions will grant full credit to students from MMSC who transfer to those institutions.

In addition, a form of accreditation or official recognition has been obtained from the U.S. Office of Education, which has declared the college eligible for participation in its various educational support programs. The same recognition has been extended by the federal Veterans Administration.

Organization

The State College Board and the Chancellor. MMSC is one of seven colleges making up the Minnesota State College System. The other colleges in the system are Bemidji State College, Mankato State College, Moorhead State College, St. Cloud State College, Southwest Minnesota State College, and Winona State College. The system is directed by the State College Board, made up of nine members appointed for six year terms by the Governor with the advice and consent of the State Senate. The Board has appointed a Chancellor as its chief executive officer for the system as a whole. The Board has also adopted Governing Rules as the basic "law" for the colleges. In addition to the Governing Rules, the college is also subject to Board Internal Rules and Operating Policies, as well as to Administrative Procedures, issued by the Board or the Office of the Chancellor.

The College Constitution. Board rules require each college to have a Constitution providing for the internal government of that college. The MMSC constitution was approved as an "interim constitution" in late August, 1972. It will remain in effect until a permanent constitution is adopted, which must be done by 1975 unless the Board extends the time. The college itself adopts Regulations setting forth basic college policies in accordance with procedures authorized in the constitution. Various college officers and agencies are authorized to issue Executive Actions to implement provisions of the constitution.

College Government. The College Constitution, College Regulations, and College Executive Actions are some of the various kinds of policy documents and regulations which govern the college. Ultimately, all college policies are incorporated into one or the other of these documents. Can you participate in the development of these documents? You certainly may. How?

First, you and all students, all faculty members, all administrative officers, all other employees of the college (designated "professional support personnel

staff members" in Board rules and the College Constitution), and all members of the College Association, which includes individuals from throughout the metropolitan area who desire to assist the college and who joined the Association as evidence of that desire, belong to the College Assembly. Constitutional amendments and regulations must be approved by the Assembly before they take effect. The Assembly meets in regular session once every three months.

Preparations for the meetings of the College Assembly are made by the Assembly Steering Committee, which includes two students, two full-time faculty members, two community faculty members, two members of the professional support personnel staff, the chairman and vice chairman of the College Association, and one college administrative officer in addition to the President, who serves as chairman. Members of the Steering Committee serve one year terms. One member from each of the "components" represented on the Committee is elected every six months. Thus, you may participate in the government of the college by running for the Assembly Steering Committee or by voting for candidates of your choice. These elections are conducted by mail ballot so that all persons may participate.

In addition to the Assembly Steering Committee, the college has presently established three standing committees: Educational Policies, Budget and Finance, and Information Services and Community Relations. All components of the college are represented on all these committees. Meetings are open to any individual who cares to attend. You are urged to submit to these committees any recommendations you may have regarding college business. Please note that it is your privilege to place any item of interest to you on the agenda of a College Assembly meeting. You do this by contacting the college Secretary, Mr. John Cardozo, who will bring your request to the attention of the Assembly Steering Committee, which makes up the agenda for Assembly meetings. Any request you make to place an item on the agenda of the Assembly meeting will be honored by the Committee.

Additionally, time is set aside at every Assembly meeting for any member of the Assembly to raise informal questions of college officers and faculty members. Every attempt will be made to provide prompt answers to these questions if they cannot be answered at the meeting itself.

We urge you to look upon the student representatives on the various committees of the college as your agents and advocates. To assist you in contacting them, a list of their names, addresses, and telephone numbers is included in Appendix A. This list will be brought up to date as changes are made. In addition to the three committees already established, other committees will be formed in the next few months. If you are interested in serving on such committees, please let the college Secretary know of your interest or contact the student representatives on the Assembly Steering Committee. Committee appointments are made by the President of the college, who must submit the name of each person nominated to the Assembly Steering Committee for its approval.

Because MMSC is a new college and because the size of each of the components will change very rapidly, it is recognized that the structures and procedures of college government outlined above may need to be modified with the passage of time. For this reason, the interim constitution is fairly easy to amend. If you desire to have a copy of the college constitution and of Board Governing Rules you may obtain them from the college Secretary. You may also request the Secretary to place your name on the mailing list to receive copies of college Regulations and Executive Actions as they are issued.

Administrative Officers. The President is the chief executive officer of the college. In accordance with Minnesota law, Board rules, and the college constitution, he is accountable to the Board through the Chancellor for the management and operation of the college. He is empowered to delegate his authority to other officers and agencies. To that end, President Sweet has named Dr. Douglas Moore as Vice President and Dean of the College. The latter is the college's

principal academic officer. In the absence of the President, the Vice President is acting President, and all other college officers are subordinate to the Vice President even though some report directly to the President. The college Treasurer, Dr. Catherine Tisinger, is Dean of Administrative Services and the college's principal administrative services, fiscal, and budget officer. The college Secretary, Mr. John Cardozo, is the college's principal community relations and information services officer.

The Vice President and Dean of the College is assisted by four administrative officers whose duties directly affect your education. These are: the Assistant Vice President, Dr. George Ayers; the Dean of Learning Development, Dr. Catherine Warrick; the Director of Advising and Orientation, Dr. Chester Oden, Jr.; and the Director of Assessment and Admissions, Ms. Joan Seidel. Together with the Vice President, these officers make up the Academic Affairs Council of the college. In addition to the Academic Affairs Council, the Treasurer maintains an Administrative Services Council which includes the supervisors who report to her, and the Secretary maintains the Community Relations Council which includes those administrators from throughout the college whose duties relate to his. The President, the Vice President, the Treasurer, and the Secretary, make up the College Executive Council, which advises the President on the coordination of college administration. The Executive Assistant to the President, Ms. Jean L. King, serves as Executive Secretary to the Council, which meets weekly. The meetings of all these councils, as well as other college councils, committees, task forces, and the like -- are open to anyone who cares to attend.

The Faculty. Whether or not you will receive a good education at MMSC depends on the quality of the faculty available to you. From the beginning, the college has sought two kinds of faculty members: full-time faculty members and community faculty members. For the most part, the full-time faculty have pro-

fessional preparation as educators, with long experience in other educational institutions. Community faculty members are persons drawn from throughout the metropolitan area who have established themselves as leaders. The community faculty includes persons who have successfully demonstrated that they can learn and that they can apply what they know in a variety of fields of interest to our students. Currently over 20 individuals hold rank as full-time faculty members of the college faculty. Most hold an earned doctorate. Nearly all have had experience in other institutions of higher education. Many have had responsible positions in non-educational settings as well. The community faculty currently includes over 200 individuals from all parts of the metropolitan area -- leaders in community life, in business, in labor, in the arts, in social service agencies, in government and politics, and in communications.

As will be explained in greater detail in SECTION TWO of this Guide, faculty members at MMSC perform several functions which are vitally important to your educational progress. All of these functions embrace teaching, broadly defined. Thus you begin your relationship with MMSC as a member of an orientation seminar conducted by a faculty member who will seek to help you in understanding the policies and procedures of the college and in preparing you to take full advantage of the new way in which education is offered by the college. Following orientation, a faculty member will serve as your educational advisor as long as you are affiliated with MMSC. This advisor will help you develop your educational plans and will assist you in every way possible to have full access to college resources, including other college faculty members. Once your educational plans are well underway, you will more than likely want to use faculty members as teachers in the various fields which you intend to study. Finally, you will use faculty members in the final evaluation of you which the college undertakes prior to awarding you a degree or other certificates.

The work of these faculty members is coordinated by three of the administrative officers mentioned above. Dr. Chester Oden, Jr., Director of Orientation and Advising, is responsible for working with faculty members in the performance of their duties as orientation seminar coordinators and as educational advisors. Dr. Catherine Warrick, Dean of Learning Development, is responsible for coordinating the work of faculty members as instructors in various programs and is responsible for assisting faculty members in designing model programs of study for students to use in developing their educational plans. Ms. Joan Seidel, Director of Assessment and Admissions, is responsible for organizing the review of your educational plans by faculty members and students and for organizing your final assessment. In addition, she heads up the Admissions Office. You should feel free to call upon all three of these officers and upon all members of the college faculty for advice, for assistance, and for support as you proceed through the college.

The Students. As you plan your education at MMSC you will discover that one of our finest educational resources is your fellow students. Like our faculty, these students have a rich background and come from the many communities and walks of life making up this seven-county metropolitan area. Because we have no central campus it is not always easy for you to make contact with other students. Gradually the college is developing more effective means for you to learn who those students are whose interest and goals run parallel to your own. You can begin to make contact with your fellow students in your orientation seminar. Your permanent faculty advisor can also assist you, particularly in contacting other students whom he or she serves as advisor. From your advisor you can also learn the procedures the college has developed for putting you in touch with other students.

THREE BASIC TENETS OF THE COLLEGE

Minnesota Metropolitan State College is characterized by three basic tenets.

1. We believe that you should have responsibility for, and authority over, your education.

This means that ultimately you will determine what you learn as an MMSC student. You will be responsible for formulating your educational goals and for exercising ultimate authority over the implementation of those goals. Please note that you are invested with both responsibility and authority. One without the other can be frustrating. About this tenet of student responsibility and authority two observations are in order.

First, the probability is that very little in your previous encounters with formal education is likely to have prepared you to accept full responsibility and authority for designing your own education. More than likely you are not a professional educator. Even if you are, you probably prepared for that status and vocation by following plans prepared by someone else. For this reason we believe we have an obligation to help you learn how to design your own education. This Guide is one element in that learning process. Your contact with college admissions officers is, we hope, another such element. The key factor will be your participation in the student orientation program. As noted in SECTION TWO, Chapter II, the orientation program has as one of its major purposes teaching you how to use the processes and resources available through the college to obtain your education.

Our second observation is that you come to college assuming you will encounter a faculty made up of individuals who know more than you know about whatever it is you want to learn. The MMSC faculty members -- full-time and community -- are knowledgeable and eager to assist you in designing your education. MMSC faculty members are expected to use their expertise and experience, not to impose their

educational goals and strategies on you, but to teach you how to go about establishing your own goals and plans for implementation. The decisions must be yours. It is your education, life, and career. We can and will help you, but we will not design and implement your educational program for you.

The question sometimes arises as to whether or not students will take advantage of the responsibility and authority with which we invest them in order to obtain a bachelor's degree with a minimum of effort and learning.

Our experience with your fellow students has convinced us that once they understand their responsibility for, and authority over, their own education they become very serious about their educational objectives and about acquiring competencies in which they have a genuine interest and which represent high levels of academic achievement.

Further, we seek to record accurately the abilities with which you enter the college and the proficiencies you acquire during the time you are enrolled. This is not done by means of a transcript consisting of cryptic or meaningless course titles followed by letter grades. Your official transcript will contain a written description of the individualized knowledge and skills, attitudes, and understandings you have acquired prior to graduation. Although this document will contain evaluations of you by faculty members with whom you have worked, the heart of the summary will be your reiteration of your educational goals, the strategies you have utilized to receive those goals, a description of the acquired competencies, and an explanation of the criteria you have employed to measure your intellectual growth.

Finally, you should realize that MMSC does not exist to award degrees to anyone. We exist to help people learn something that they otherwise could not learn, or could not learn so easily. Obtaining a degree should be a secondary reason, not a primary one, for attending the college.

2. We believe that you should seek an urban-oriented education.

MMSC is "pro-city". We believe that your education should focus on the needs of the city and on learning how to live and function successfully in a large urban area. Because we have no "campus" in the sense of college-owned and operated facilities, we feel that it will be easier for you to learn to utilize the facilities of the city. You will not become dependent upon specialized facilities created by the college for the exclusive use of students. We want you to know about, and to work intimately with, all those agencies and individuals who are seeking to: 1) improve the metropolitan area as a whole, 2) improve the local communities and neighborhoods which make up this metropolitan area, and 3) contribute to the reconstruction of urban life. MMSC's contribution to life in the cities is basically educational: i.e., the college cooperates with community representatives in designing and implementing educational programs for citizens that increase leadership skills and the understanding of the relationships among neighborhood problems, state problems, and even national and international problems. By educating students the college seeks to assist each community and neighborhood, as well as the metropolitan area as a whole, to develop leaders and policies which are indigenous to the community.

3. We believe that you should direct your education toward the acquisition of competence rather than toward the accumulation of credits.

First, what do we mean by "competence"? A competent person is one who has combinations of knowledge and skills (both mental and motor skills), understanding, and values and attitudes. Let's use the game of golf as an example of this. You may have the motor skill to raise a thin stick with a bulge on the end of it and swing it down accurately to hit a small white pellet, thereby driving the pellet far and straight down a grassy field. You are not yet a golfer, however, unless you understand the meaning of what you are doing when you exercise that motor skill. You need to know that you are playing a game, how to keep score, what the

object of the game is, etc. But even when you have both the skill and the understanding, you will not be a golfer unless you also have a set of values and attitudes which leads you to make use of your skills and understanding. If you believe that using a thin stick to hit a small white pellet straight and far down a grassy field is a waste of time, you are unlikely to be an ardent golfer.

To give an example that may be more familiar to you as a student, you very likely have taken courses in which you have memorized information just to pass a test that day. Perhaps you have taken a math course in which you memorized all the formulas and operations necessary to solve the problems in the book. While one could say that you know the formulas, you are not likely to get far in the field of mathematics unless you understand what the formulas mean, and have a positive attitude toward that area of study.

Now apply these examples to your education. Is it not reasonable to assume that you go to college to acquire knowledge and skills, understanding, and values and attitudes which you presently do not have? It is our contention that this is the fundamental purpose for the existence of MMSC -- to aid students in acquiring competence. It is for this reason that we will ask you to measure your educational progress not in terms of courses or classes attended or completed, nor grades received, but in terms of competence acquired. An important but secondary function of the college is to verify that you do, in fact, have the competencies you claim. When appropriate, verification can take the form of the awarding of a degree.

In conclusion, you should recognize that there is some risk involved with this new and innovative venture in higher education. Being new, the college is continually assessing itself and its activities. We are and will be seeking further credibility for your efforts, our efforts, and for your degree; we expect that you will do the same. We are committed to aiding you in obtaining a sound education. These commitments to you and to educational innovation

require that we also be committed to change. As we develop, we will find new procedures which will undoubtedly work better than those presently being implemented. We will make such changes as we determine will improve your education at MMSC. This process and change is often extremely frustrating and will require on your part a great deal of patience and a willingness to work with us in making these changes. You should recognize this as part of your responsibility.

In the development of your pact and in its subsequent review by your co-students and by the college, you will undoubtedly find yourself facing unstated (and perhaps unrecognized) assumptions and predelictions on the part of individuals involved in this process. We will attempt to be honest with you and we hope that you will be honest with us. You may find people asking you if your goals represent those equivalent to a baccalaureate level of competence or whether your goals have been set too low. Ask yourself these and similar questions. If you feel that people are applying criteria which have not been made clear to you previously, say so. This is your education: develop it, defend it, be proud of it.

STUDY OPTIONS AT MMSC

As you read through this Guide a question which possibly has come to your mind by now is, what fields of study can I pursue at MMSC? Presently the college offers only one degree, a Bachelor of Arts. Students seeking this degree are encouraged to develop competencies -- knowledge and skills, understanding, and values and attitudes -- in five broad areas. These areas are: Basic Learning and Communication, Self-Assessment, Civic, Vocational, and Re-creational, all of which are described in SECTION TWO, Chapter III. These areas include the study of economics, politics, art, history, science, psychology, anthropology, sociology, archaeology, recreation, leisure, communications, literature, geography, and mathematics, among others.

Many students do not have a vocation when they enter the college. Other students are seeking additional vocational preparation while enrolled in the college. Some students seek careers in public administration or business administration, including careers in such fields as urban planning, mass transportation, recreation, accounting, marketing, finance, personnel management, labor relations, small business management, etc. Students are also enrolled who seek careers in such human services fields as social services (care for the aged, social work, corrections and law enforcement); rehabilitation services (vocational evaluation, rehabilitation case management); health services (day care centers, mental health and allied health); and educational services (ethnic studies, vocational and technical education, urban studies). Many students are using the college to design new careers for themselves in rields which are only just emerging. This is also encouraged by the college. Other students intend to complete career preparation after college, in a professional or graduate school. We believe that the way in which your education will be organized and conducted is particularly suitable for additional post-college professional training.

The foregoing description of areas of studies is illustrative only. Study opportunities at MMSC are limited only by your imagination and the resources you, with the help of the college, can extract from our multi-faceted metropolitan urban environment. Your faculty advisor is eager to help you design the kind of education program most meaningful to you.

SECTION TWO

THE EDUCATIONAL FORMAT

There are five phases in the relationship between MMSC and you, the student: admission; orientation; educational pact development; educational pact implementation; and final evaluation. These five phases, which are summarized as follows and will be presented in subsequent chapters, tend to be conceptually distinguishable but operationally intermingled. In addition, each phase is divisible into sub-phases and involves the use of terminology which is defined in the glossary. (See Appendix I).

1. Admission

To be admitted to the college you must submit a completed admission form and a transcript of all post-secondary academic credits which you have earned. You must demonstrate that you have obtained at least two years of college level credit at a passing level or you must demonstrate that you have reached a level of competence equal to that of a student enrolled in the third year of a bachelor's degree program.

2. Orientation

After you have been admitted, you must complete the student orientation program, which includes an introduction to the basic procedures of the college and culminates in you completing a verified competency analysis using the basic competency areas and a competency workbook which the college will provide to guide

you in that analysis. You may not undertake any other activity with the college until you have satisfactorily completed the orientation program.

3. Educational Pact Development

After satisfactorily completing orientation, you must -- with the assistance of a faculty advisor -- complete an Educational Pact setting forth your educational goals, the strategies you intend to employ to reach those goals, and the evaluation techniques the college will use to determine that you have in fact reached those goals.

4. Educational Pact Implementation

Once your Educational Pact has been reviewed, you implement your educational strategies. The college expects that before you will be ready for final evaluation, it will be necessary for almost every student to engage in some college-sponsored or college-approved learning experiences in each of the five competency areas that will be outlined during your orientation program.

5. Final Evaluation

When you conclude, after consultation with your advisor, that you have completed the strategies outlined in your Educational Pact, you apply to the Assessment and Admissions Office for final evaluation. This evaluation is conducted by a Final Evaluation Committee for the specific purpose of verifying the competencies you have sought by enrolling in the college. A committee may not be appointed for you until you have completed all of the processes outlined in Chapters I, II, and III, below.

CHAPTER I

ADMISSION

This phase of your MMSC education consists of the following:

1. Contacting the MMSC Assessment and Admissions Office for information about the college and an application form.

2. Returning the application form to the Assessment and Admissions Office together with the $10.00 application fee.

3. Demonstrating that you qualify for admission by having transcripts or other qualifying documents sent to the Assessment and Admissions Office.

4. Participating in a pre-admission interview with an admissions counselor who will prepare a written evaluation of your admission application.

5. A decision on your part to enroll.

6. Designation by the college of a time for you to begin your orientation and assignment to an orientation group.

7. Payment by you of your tuition -- in full or according to a tuition payment schedule.

Application forms and related information are available from the college's Assessment and Admissions Office. Contact the office by telephone at 296-4466 or by writing or visiting the MMSC Coordinating Center, 421 North Wabasha Street, St. Paul, Minnesota 55102. A check or money order for $10, payable to MMSC, must accompany application forms returned to the college.

MMSC is an upper-level college, which means that the college offers only the last two years of a bachelor's degree. To be admitted, therefore, you must be able to qualify under one of the following standards:

1. Present one or more official transcripts from some other college or colleges showing you have satisfactorily completed approximately 90 quarter credit hours or 60 semester credit hours with a grade point average of 2.0 ("C") or better.

2. Present official transcripts showing equivalent amounts of formal training in such other educational programs as nursing programs or programs offered by vocational-technical schools.

3. Present comprehensive documented evidence that you have received the equivalent of such formal college education and training through your own self-educational efforts, on-the-job training, work experience, leisure-time activities, etc. (See the section on Equivalency Admissions.)

You are responsible for arranging to have official transcripts showing all work earned at other colleges or schools sent to MMSC by those colleges and schools. MMSC cannot act on an application until the appropriate transcripts have been received by the Assessment and Admissions Office. If a partial transcript is submitted, you must make certain that the final transcript is submitted as soon as possible after the work is finished. A student who applies with fewer than two years of formal college must complete both the basic application form and a supplementary form which together with other materials submitted by such a student replaces the usual transcript.

Subsequent to receiving your application MMSC will provide you with a copy of this Guide, which sets forth the college's basic philosophy and procedures. Financial aid information is also available if you request it. Descriptions of the various financial aid programs, G.I. benefits, loans, grants, and work-study programs are to be found in Appendices B and C.

Pre-Admission Interview

After your application has been processed you will be invited to a pre-admission interview. At this time you will have the opportunity to discuss with

one of the admissions officers the basic philosophy and operational policies of MMSC, the educational format for students, approaches students might take in planning, developing, and implementing their educational goals, and the assessment procedures that will precede your eventual attainment of a bachelor's degree. The core of the pre-admissions interview will be your consideration of the three tenets underlying MMSC's educational philosophy:

1. That you have responsibility for, and authority over, your education.
2. That you seek an urban-oriented education.
3. That you direct your education towards the acqusition of competence rather than towards the accumulation of credits.

Upon completion of your pre-admission interview you will decide whether or not you want to attend. If you are eligible and want to attend, the college will then notify you in writing of the earliest month in which you may enter.

At the conclusion of the admissions phase you will have established initial liaison with the college and your MMSC file will include your application form, your official transcript(s), a brief evaluation of your application prepared by the admissions staff, an orientation schedule, and the name of your orientation coordinator. At this point any requests regarding your file should be directed to the Assessment and Admissions Office. Subsequently, during orientation, direct such requests to your orientation coordinator; following orientation you may obtain access to information in your file through your faculty advisor. You may not have access to information in your file which was submitted to the college in confidence. Any material which you do not wish the college to retain in your file will be removed when you so request in writing.

After you have participated in the pre-admission interview and indicated your time preferences for orientation, you will be assigned to an orientation group consisting of 15 or more of your fellow students and an orientation coordinator.

Equivalency Admissions

Persons who do not have the formal credentials described above are encouraged to apply as applicants under the equivalency procedure by demonstrating that their level of 'competence' in the five basic areas which will be described later is roughly equal to that of a person with two years of college. Equivalency applicants are expected to translate their life experiences and non-college education into this framework.

After making application to the college, the student who wishes to be admitted as having the equivalent of two years of college is invited to a pre-admissions group interview led by a faculty member. He/she is also assigned an admissions counselor for follow-up. The task which the applicant must undertake for admissions is the development and documentation of a narrative in which competencies are described and discussed. The group is asked to generate some examples from its experience. Following the meeting, and over a period of 3-4 weeks, the applicant works on this narrative independently, and calls his/her admissions counselor for any assistance or explanations. When the narrative and documentation are complete, they are submitted to the admissions counselor.

At least once a month the College Equivalency Admissions Advisory Committee meets to act upon the admission of those applicants who have submitted their narratives. The committee may recommend that either the applicant be 1) admitted, 2) demonstrate an additional area of competency for admission; 3) increase his/her documentation in certain areas; or 4) have an additional interview. In no case is an applicant rejected without careful counseling and without every attempt having been made to assist him/her in the demonstration of competence. The committee includes one representative from each of the following college components: administration, admissions, full-time faculty, community faculty, professional support staff, and students.

Following the meeting, the Assessment and Admissions Office notifies each applicant of the decision of the committee. Admitted applicants are then scheduled into orientation groups at the earliest possible date.

Tuition and Fee Charges

The tuition charges at MMSC are as follows:

	Resident Students	Non-Resident Students
Bachelor's degree		
One year needed	$325.00	$ 700.00
Two years needed	650.00	1,400.00

An additional $1.00 activity fee is charged to all students who will decide at a later date how this activity fee will be used. Students may also be charged other fees for special services such as testing, placement, etc.

Students seeking a bachelor's degree and who enter MMSC with more than 120 quarter credit hours or 90 semester hours of college credit may receive a reduction in tuition. The reduction will not exceed $325.00 for resident students or $700.00 for non-resident students.

The tuition and fee charges are to be paid to the Treasurer's Office of MMSC. Students may pay tuition and fees in a single payment prior to enrolling or they may arrange with the Office for a payment schedule. A minimum of $111.00 covering tuition and fees for the first three months must be paid to the Office before a student may begin orientation. Furthermore, total charges must be paid prior to the awarding of a degree. Even though your study program may not at times directly involve your advisor or other college resources as you progress in your education program, tuition payments must be paid up on a current basis.

Student Identification Cards will be issued to students who have paid their appropriate tuition and fee charges. A current ID card will document the fact that you are authorized to utilize MMSC resources and facilities. This card serves as a "pass" to college activities, learning opportunities, facilities, etc. You will not be able to utilize MMSC resources unless you can present a current ID card. Since participation in college activities is directly related to tuition payments, the Treasurer's Office must be informed of a student's withdrawal from the college before that action will be considered complete or official.

A more detailed brochure can be obtained from that Office explaining the various periodic payment and refund schedules, together with information about residency status, Veterans Administration benefits, financial aid, and other items relating to your financial payments.

Educational Shares

Admission to MMSC and proper tuition payments entitle you to a portion of the educational resources available from the college. Each student's portion of these resources are divided into Student Educational Shares. Using the shares allocated to you when you are admitted, you "purchase" specific college resources including faculty time. If you have been admitted to MMSC with two years of college credit or their equivalent, you are allotted 22 shares. If you are admitted with three or more years of college credit or their equivalent, you are allotted 11 shares. If you have fewer than three years of college credit when you are admitted, you will be charged three shares (of the allotted 22) for the first two phases of MMSC's educational process - Admission and Orientation. When you enter the third phase -- Educational Pact Development -- you will be charged a minimum of five shares for this time-intensive process covering approximately six weeks and for all of the services of your advisor during your affiliation with the college. After the completion of Educational Pact Development you will enter the fourth

phase -- Pact Implementation -- and for this period you will expend one share for every Study Unit Contract you negotiate with an MMSC community faculty member. Most students who enter MMSC with fewer than three years of college require approximately eleven units of study for the implementation of their Educational Pacts, covering a period of from twelve to eighteen months. The Study Unit Contract, which you draw up with a community faculty member, is the primary means whereby you fulfill your "study units" or competency goal, but it is not the only means of goal fulfillment. When you complete your study units with community faculty (or other resources), you will apply for the fifth and final phase -- Final Evaluation -- for which you will be charged the exact number of shares remaining in your "share account". You must pay a minimum of at least one share for this final phase. In summary, then, a student entering MMSC with fewer than three years of college might expend his allotted twenty-two shares in the following manner:

Phase One	Admission Orientation.....	3 shares spent
Phase Two		
Phase Three	Pact Development....	5 shares spent
Phase Four	Pact Implementation.	11 shares spent
Phase Five	Final Evaluation....	3 shares spent
		22

If you have three or more years of college credit when you are admitted, you will be charged two shares (of the allotted 11) for Admission and Orientation. For Educational Pact Development, you will be charged a minimum of two shares. Pact Implementation and Final Evaluation will consume the remaining 7 shares so that a typical student entering MMSC with three years of college credit might expend his shares in this manner:

Phase One	Admission Orientation.....	2 shares spent
Phase Two		
Phase Three	Pact Development....	2 shares spent
Phase Four	Pact Implementation.	6 shares spent
Phase Five	Final Evaluation....	1 share spent (minimum)
		11

CHAPTER II

ORIENTATION

This phase of your MMSC education consists of the following:

1. Attendance at an orientation convocation.
2. Participation in the weekly meetings of your orientation group.
3. Presentation and discussion of the basic policies and procedures of MMSC.
4. Completion by you of an analysis of competencies as a foundation for the development of your educational plans.

Your orientation to MMSC lasts approximately one month. It begins with a convocation for all students entering the college in a particular month. At the convocation you will have an opportunity to participate in a discussion of college procedures and policies with college faculty and officers. You will meet other students and members of the community faculty, and will participate in your first orientation seminar consisting of fifteen or more students and a coordinator drawn from the full-time faculty. Following the convocation, your orientation group will meet during that month as often as the group and the coordinator find it desirable or necessary to complete the orientation functions, typically twice weekly for two hour sessions.

The first function of orientation is to insure that you have a thorough understanding of MMSC policies and procedures as they relate to your education.

The second function is to help you complete a competency analysis, or a brief narrative describing those skills, understanding, and attitudes which you already possess. It is our belief that thorough analysis will assist you in accurately identifying the needs and educational goals which will eventually constitute your

Educational Pact, or individualized curriculum at MMSC. This competency analysis will also encourage you to identify personal learning needs which you will discover only as you engage an extensive self-analysis, and which perhaps differ from educational standards imposed upon you by your peers, vocations, other educational institutions, etc. The process of formulating a competency analysis is complex. But only by precise analysis can you identify the particular skills you have, and determine those you need to develop. Students have found that this process of competency analysis clarifys both their skill areas and those areas which need further development. To aid you in this process of competency analysis, we have provided in Chapter III a brief description of five competency areas often sought from higher educational institutions: Basic Learning and Communication, Self-Assessment, Civic, Vocational and Recreational. Furthermore, you will be provided a workbook during the orientation program that may be used as a guide in identifying competencies and formulating strategies for developing these competencies in each of the five major competency areas.

Competency Analysis

After you review the five competency areas in detail and complete the process of competency analysis, you will be able to draw upon your orientation coordinator to assist you in determining how best to measure and communicate your own competencies in a narrative document. This narrative, signed by you and your orientation coordinator, will be forwarded to your faculty advisor to be included in your Educational Pact.

Assignment of Faculty Advisor

Orientation is over when you have completed the competency analysis and prepared an evaluation of your orientation experience. You are then assigned

a faculty advisor who becomes your primary connection with the college and its programs and resources. Your assignment to an advisor opens the Educational Pact Development and Implementation phases of your relationship to the college. Should you not complete the work required during the month of orientation, you may be assigned a new orientation group and orientation coordinator until the work is completed. You may not undertake any other activity with the college until you have completed the orientation requirements.

CHAPTER III

EDUCATIONAL PACT DEVELOPMENT

This phase of your MMSC education consists of the following:

1. Development of your Educational Pact with the assistance of a faculty advisor.
2. Review of the Pact in writing by one or two students.
3. Review of the Pact by two or three faculty members.
4. A decision by you -- in consultation with your advisor -- to proceed with the implementation of your Educational Pact.

Faculty Advisor

In general, your faculty advisor serves you as an educational consultant and facilitator throughout your affiliation with MMSC. The advisor performs the following specific functions:

1. Your advisor is your facilitator in the development of an educational program at the college.
2. Your advisor helps you locate resources useful to you in the various phases of your relationship to the college.
3. Your advisor is a friendly, but thorough, critic and analyst of your plans and of your planning and implementation efforts, drawing upon the full range of his or her knowledge and experience in viewing your ideas and efforts.

Keep in mind, however, that neither your advisor nor any other college officer, faculty member, or student, may substitute his or her judgment for yours in any matter relative to the development, planning, or implementation of your educational program, including your Educational Pact.

The Educational Pact: Content and Form

The responsibility and authority for determining the specific content of your Educational Pact lies with you. In developing and implementing an Educational Pact, however, you must conform to the processes set forth in College Regulation and outlined in this Guide. Please note that you are required to develop an Educational Pact. Such a Pact must include the following parts:

1. Your analysis of your competencies and the verification of these competencies as developed during your orientation seminar. This document is crucial to the development of your Pact for it is a resource for your faculty advisor to assist you in Pact development. Together you will re-evaluate your description of competency areas in the light of your emerging educational goals, and probably seek to "play to your strengths". That is, you and your advisor can build your Pact around competency areas in which you have a demonstrated proficiency, as well as include new areas of interest. With the aid of your comprehensive analysis of competencies you and your advisor can develop goals which mesh present skills with those you wish to acquire.
2. A precisely worded listing of the competency goals which you seek to have the college verify as the culmination of your education at MMSC. The competencies included in the list may include competencies you are seeking to achieve by enrolling in the college and competencies which you have already achieved but desire to have the college officially verify for your transcript. While recognizing your right to take alternative approaches in designing your Educational Pact, MMSC strongly urges you to include in your Pact competencies in each of the five competency areas that are summarized as follows:
   a. Basic Learning and Communication Competence. A major function of

educational institutions is to teach individuals how to learn and to transmit to them attitudes and values that make them want to engage in learning. We assume that one of your reasons for entering MMSC is to become a more efficient and effective learner. This means that you can learn systematically, i.e., that you can set out self-consciously to learn something you do not know. We also assume that you want to be a self-directed learner, i.e., that you want to be able to pursue your learning needs and goals without having to rely only on "educators" to provide learning goals, strategies, or other types of assistance. Finally, we assume you want to know how to use educators-- and other learning aids and institutions -- and when to use them.

To aid you in becoming a self-directed learner, the college will help you develop the capacity to use a variety of learning strategies, both cognitive and affective. These strategies will be instrumental in the achieving of whatever learning goals you set for yourself at MMSC and will provide you with the tools for continued learning long after you have graduated.

Further, it is the ability to communicate that makes it possible for individuals to be more than isolated entities in an impersonal world. The range of one's ability to communicate will determine the limits of his isolation. MMSC believes that the wider the range of communication skills you have mastered, the better educated you are, and you will find a very heavy emphasis on effective communication at MMSC.

The act of communicating is, of course, a two-way street; it involves a person who sends a message and a person or persons who receive the message. If a message is sent, but it is not received

or understood, no communication has occurred. The college expects you to be both a competent sender and a competent receiver in the area of communication.

It is likely that you will need to be competent at communicating in more than one mode -- messages can be written, oral, pictorial, non-verbal. Competence in all those modes will probably be essential for you, regardless of what you hope to do.

There are also many symbol systems or languages -- which you can learn; standard English, colloquial English, technical English, musical notation, color and forms, textured materials, body language and movement, mathematics, statistics, accounting, computer languages such as fortran and cobol, and foreign languages, such as Spanish, Japanese, and Russian. Some of the languages must be mastered by all of us; others are mastered by only a few. The specific symbol systems which you must master will be determined by your personal, vocational, etc. goals.

In short, learning to communicate effectively will be a part of almost everything else you do. Every learning activity you engage in will require you to be either an effective creator or an effective interpreter of communication segments. Communicating is also the means by which you are effectively connected to the rest of the world. That is why the college places such heavy emphasis on this competence area.

b. Self-Assessment Competence. Simply stated, self-assessment means the ability to look at yourself, to identify your strengths and limitations, to be able purposefully to set goals as a result of such self-objectivity, and to plan and carry out strategies which

make possible the realization of those goals. Throughout your experience with MMSC you will be asked to engage in this sequence of behaviors. The college's expectation is that by the time you graduate, you will be able to demonstrate this set of competencies without coaching or prodding. You will set vocational goals on this basis; you will make re-creational choices in the same way so that the activities you engage in will be genuinely re-creating by filling voids in your life, meeting otherwise unmet needs, and restoring personal resources that were expended in other activities. You will choose what to continue to learn as a result of this process; you will engage in civic activity on the same basis. Acquiring this set of competencies will influence the way in which you proceed with acquiring all the rest of your education while at MMSC and long after.

c. Civic Competence. Most Americans live in communities. Such communities impinge upon the lives of those who are part of them. These impingements involve conscious, explicit decisions as well as unconscious, implicit decisions. We believe that MMSC should assist its students to become self-governing members of their communities: to become citizens in the classic sense of the term. The decisions which communities make are by no means entirely "political" decisions or decisions relating only to government. They include economic decisions, cultural decisions, religious decisions, and many others. To be a citizen, therefore, demands that the individual have a wide range of skills and knowledge, understanding, values and attitudes. For example, in your role as a citizen you will be faced with many problems to solve either

individually or in concert with others: taxation equity, consumer rights and protection, pollution control, lack of accountability in government, growing crime rates, and labor struggles. Other examples include assessing the need for public services such as education and fire protection, acquiring particular works of art for the community, developing new recreational areas in your neighborhood, maintaining the fiscal health of your local church and so forth.

MMSC has the expectation that as a part of your education you will actually start working, through informed participation, on partial solutions to some of these or similar problems.

d. Vocational Competence. To date, MMSC is essentially an undergraduate liberal arts college. We believe, however, that no one should be granted a bachelor's degree who does not have competence in some vocation -- a profession, trade, or occupation. It is essential that you have the knowledge and skills necessary to be a useful and productive person, not only for economic independence but also for reasons of self-esteem and satisfaction. Optimally, you should have occupational mobility and the learning skills necessary for changes in an increasingly unstable job market. However, the choice of which vocation to pursue is entirely yours as is the responsibility for securing a particular position. The staff of the college will assist you with occupational information, assessment tools, job market information, and counseling if you desire them, but ultimately the choice is yours. Only when that decision is made will it be possible for you and your advisor to determine the specific skills, knowledge, values, and attitudes which you will need to acquire in order to be successful in your chosen vocation. Even if you enter

the college already qualified in a vocation, you may need a secondary vocational competence. If your vocational competencies are too specialized, you may need to broaden your understanding of your vocation and its relation to contemporary society.

e. Re-creational Competence. For most of us, intermingled with our vocational obligations, is our additional need for re-creation and renewal. It is not necessarily true that all vocations and jobs are depleting -- many, in fact, may be satisfying and renewing experiences. You must, in addition to your job, have resources in reserve for enlarging your repertoire of activities such that growth continues and the quality of your life continues to be enriched. As our society moves toward the 35 hour or 4 day work-week, and is forced to re-examine the role and meaning of work, it behooves you to prepare for the changes in life-style such developments imply. Furthermore, even under present conditions you may find yourself permanently (through retirement, disability, etc.) or temporarily (through illness, economic dislocation, etc.) forced out of your primary occupation. At that point, it is not enough to have resources which may serve you well during periods of limited leisure-time.

These competency areas constitute the considered judgment of the college faculty as to the most desirable content to be included in organizing your education.

3. A statement of teaching-learning techniques and strategies which you will employ to achieve the competencies listed in the second part of your Pact, exclusive of any you may have achieved prior to the time the Pact is being developed.

4. A statement of the methods you want the college to use when your final evaluation occurs in order to verify that you have the competencies which you listed in the second part of your Pact.

As you develop your Pact, your advisor is expected to use his or her expertise and experience to guide you in the establishment of your goals and strategies. Together you will explore a variety of resources in the formulation of the Pact, i.e., full-time MMSC faculty, community faculty, community organizations, local, state, and federal agencies, numerous offerings at other educational institutions, and your fellow students. Whenever possible you will want to provide resources from your own professional and social contacts in the community.

There are many factors you will want to take into consideration when you refine your statement of the competencies you will seek to acquire. For example, students seeking to enter master's programs at other institutions after receiving their bachelor's degree from MMSC will need to review the graduate school requirements of institutions to which they intend to apply. Students seeking to enter particular vocations will need to review the job descriptions or specific skills and competencies required for that vocation. The faculty advisor can often assist you in making contacts in your chosen field so that you can examine the specific skills and knowledge required for proficiency in vocations which interest you.

One student planning to enter the field of day care administration was referred to an MMSC community faculty member who helped her develop and administer a survey of Twin Cities day care centers. After the survey was complete, the student was able to pinpoint her goals and actually focus on her Pact on an internship in one day care center she has visited.

Another student seeking to emphasize international monetary exchange as her vocational goal provided her own community faculty member. She and her advisor went to see her employer, a bank official who had opened an international division twenty years earlier. They requested his assistance in the formulation of the

specific competencies she would seek while enrolled in the college and the strategies she would employ to achieve those competencies. He outlined the elements and methods he had found to be essential from his observation of that field over two decades: commercial law, principles of marketing, communications, administrative methodology, computational expertise, and other related skills. This student found that she could take three of the courses offered through the American Institute of Banking, the bank's in-service training program, and that her bank employer would pay for it.

Other students have been equally imaginative in their approach to the development of specific comptencies in the civic area. For example, one woman prior to entering the college had opened a free school. With the help of an MMSC full-time faculty member experienced in the administration of school curriculum development, and alternative education, she outlined the format for herself which encompassed both her present proficiencies and future needs. The faculty member helped her formulate goals and competencies which mesh her present skills with those she needed to acquire in the field of alternative education. The faculty member also provided her with contacts in the alternative school movement in the Twin Cities.

If you have not done so at the time you complete the statement of your competency goals and the strategies for achieving those goals, you must ultimately write into your Pact the techniques and methods you wish to have the college employ to verify that you have in fact achieved the goals you have set for yourself. These "measuring rods" will vary with the particular Pact. It is critically important to remember, however, that the criteria for determining that you are vocationally competent are set by employers or vocational groups themselves, not by educational institutions. Your advisor will provide you help in determine the "measuring rods" in a particular vocation. For example, the only way to become a certified

public accountant is to pass the CPA examination: there are no alternatives. To be a member of the Academy of Certified Social Workers one must complete an M.S.W. degree, practice under the close supervision of a certified social worker for two years, be evaluated by that supervisor, and pass the national examination. To be a lawyer, one must pass the Minnesota Bar Examination. Similar procedures must be followed in medicine, nursing, pharmacy, and clinical psychology. On the other hand, some occupational groups have not specified the necessary qualifications for entrance. There are no definable criteria for a beginning junior management position in industry; companies vary widely in their expectations. Because of the diversity of criteria involved, you may wish to seek the assistance of an MMSC vocational counselor in drawing up this fourth part of your Educational Pact.

The "measuring rods" for other competency areas will involve varying degrees of specificity and will depend upon your educational expectations. Students are employing all of the following: written examinations, oral examinations, supervised internships, research papers, accumulated study unit contracts with MMSC community faculty members, movies, and tapes. Many other procedures are being discovered all the time by individual students and their advisors. After consultation with your advisor, you will decide the procedures which you wish to utilize in the final review of your competency achievements.

Verification of Competence. One method of effectively evaluating or measuring your present abilities in a given competency area is to secure external descriptions of your skills, attitudes, and understandings from a variety of individuals -- fellow students, employers and associates in your profession, family and friends. These external descriptions, or judgments about your competencies, help you to determine your present degree of expertise and eventually serve as "proof" that you have attained the degree of competence you assert in your

competency analysis. These "documents" can be letters, certificates of achievement in professional fields, job descriptions, etc.

If you are relatively certain about your degree of competence in a given area, you can attach relevant materials -- reports, research papers, speeches, etc., -- to prove that you have achieved a particular degree of mastery in a competency area.

Different types of verification are appropriate for different competency categories. The Basic Learning and Communications Competency, for example, implicitly demands by the very nature of the processes, that you validate your assertions that you can indeed read, talk, or write at a certain level of competence through "external" verification. That is, you must provide external feedback from the affected audience, as well as a written statement describing the process involved in communicating with that audience (i.e., your perception of the audience, your method of appeal to the audience, your assessment of the audience's reaction, etc.). Your ability to describe the process -- in this case, communication -- assumes some degree of mastery of the process.

In short, both internal and external verification may be provided for competency areas if the situation demands it. Otherwise, a narrative description of the process is sufficient.

For example, one MMSC student who wished to claim a high level of competence in oral communication presented both internal and external verification. She had taught the basic elements of business education -- shorthand and typing -- to a group of foreign students grappling with the difficulties of the English language. To demonstrate to MMSC that she had indeed communicated orally with that audience, she presented a written description of the process and techniques she had evolved to transmit successfully certain educational principles to this challenging audience. Also, she obtained external verification of her communicative ability from the affected students. On of her students writes:

"Ms. _____ demonstrated such effectiveness and originality in her approaches to presenting material, I was able to grasp the concepts with full understanding, despite my German background. Whenever I experienced difficulty in understanding, she would find a means of delivering the information that would enable me to correct my misunderstanding, and it is only due to her outstanding abilities in perceiving and then guiding me towards correcting my misconceptions that I was able to complete her classes successfully."

This letter directly defines and verifies the MMSC student's competencies in communication -- ability to impart conceptual knowledge with "effectiveness and originality", ability to find "means of delivering the information" which would resolve misunderstandings, and ability, through oral techniques, to guide an audience into successful completion of a given task.

You will discover, however, that the process of verification is not quantitative: you cannot merely attach five, six, or twenty letters of reference to each of the components in the five competency areas, and thereby satisfy some inherent standard of educational excellence. At MMSC we are convinced that we should take an individualized approach to the measurement of any student's competence. The amount of documentation you will need to present to verify a level of competence in your self-assessment and later in your Educational Pact will depend upon both your past experiences in and out of traditional institutions of learning and upon your educational goals. As you enter more advanced stages of the educational process at MMSC, your projected educational goals and methods of achieving those goals will impel you to demonstrate increased mastery in most of the competency areas, and to continue to document this increased mastery.

A final note about verifying competencies: where reference is made to providing "narrative documentation" you should understand that you are free to use any of several communications techniques, languages, and media. In particular, you may want to use various audio-visual techniques to supplement, or to replace, written materials.

Educational Pact Review

When you determine that your Educational Pact is ready for formal review, you shall so inform the Assessment and Admissions Office. That office, after consultation with you, will identify appropriate Pact reviewers from among the faculty and students of the college. Your Pact must be formally reviewed by not more than two students and not more than three faculty members, the exact number in each case to be determined by the Assessment and Admissions Office.

Each person who reviews your Pact must make explicit reference in his or her review to all of the criteria listed in the next section. The student reviews and the faculty reviews will be amalgamated, and the reports will be issued under the names of all of the reviewing committee within a given component (i.e. student or faculty). Please note that every student must review at least one Pact during every calendar year he or she is enrolled in the college.

The Assessment and Admissions Office will return your Pact and the accompanying reviews to you within fourteen calendar days after you submit it to the Office. The Educational Pact Cover Sheet and Educational Pact Form are included in Appendices D and E.

Educational Pact Reviewing Criteria

You should know that while the college has vested you with the responsibility for and authority over the content of your Educational Pact, and therefore over the content of your education, the college also retains the right -- and the responsibility -- for providing you with a thorough and straight forward evaluation of your plans and actions. To that end, Pact reviewers are asked to consider your Pact in the light of the following criteria, which represent the faculty's best judgment as to the quality which should be found in an Educational Pact worthy of a Bachelor's of Arts degree from MMSC.

1. Formal Requirements.

   a. Your Educational Pact must include a cover sheet available from the Assessment and Admissions Office. This cover sheet must be properly filled out with the appropriate signatures affixed.

   b. The Pact must follow the outline and contain all of the parts listed above on page 29.

2. Requirements Relative to Competencies Listed.

   a. Unless you develop an alternative approach in designing your Pact, your Pact should list competencies in each of the competency areas found in the competency descriptions above.

   b. Competencies listed in your Pact should be ones which reasonable people agree can be achieved in the time and with the resources available to you.

   c. The competencies which you list in your Pact should be lucidly stated, i.e., stated in terms which reasonable people can understand.

   d. Competencies should be described in terms of specific skills or knowledge, understanding, and values and attitudes which you seek to acquire.

   e. The competencies which you list should be stated in terms which are subject to verification by public (or objective) methods. These methods must be ones likely to be available to you and to the college.

   f. Taken as a whole, the competencies which you list should represent competencies which ought to be worthy of a Bachelor's of Arts degree. In applying this criterion those who review your Pact will keep in mind the great diversity which characterizes such a degree. Nonetheless they will offer their best reasoned judgment, being as

explicit as possible regarding deficiencies which they note in your Pact and regarding instances in which you may be setting unreasonably high goals for yourself.

3. Requirements Relative to Teaching-Learning Techniques and Strategies.

   a. Each teaching-learning strategy or technique should be one which reasonable persons would agree will enable you to achieve the competency with which it is associated.

   b. The techniques and strategies which you list should be ones which reasonable persons would agree are likely to be available to you.

4. Requirements Relative to Competency Verification Methods.

Methods for verifying that you have achieved the competencies which you listed in your Pact should be ones which will, in fact, verify the particular competencies. In addition, these methods must be "public" or "objective," i.e., not dependent upon subjective interpretations. Those who review your Pact will apply these criteria stringently, for if in a reviewer's judgment the verification methods do not verify a particular competency, you should be warned of this as soon as possible. When you have received such a warning you will then have an opportunity either to change the competency to one which the proposed verification method will verify or change the verification method to one which will verify the competency listed.

It is possible that you may have difficulty specifying the verification methods which the college should use in verifying that you have one or more particular competencies. It may be especially difficult for you to do so early in your work on Pact development. If this proves to be the case, you should not hesitate to submit your proposed Pact

to the Assessment and Admissions Office for review. You may add or elaborate the verification methods after the review of your Pact has been completed and you have begun to implement it. In this case, you may arrange with the Office for a further review of your particular verification methods.

Filing Final Copy of Educational Pact

After the Assessment and Admissions Office has returned your Educational Pact to you, together with the reviews of the Pact by the student and faculty reviewers, you should discuss these reviews with your faculty advisor. It may be that you will want to revise your Pact on the basis of the comments contained in the reviews. You should feel free to do so. It is not necessary for you to have the Pact reviewed again, although you may do so if you make substantial changes in it and if you and your advisor conclude that such a review would be helpful to you. When you are finally satisfied with the Pact, you should submit it in its final form to the Central Records Office for placement with your competence records.

Amendment of Educational Pacts

You may amend your Educational Pact by filing a copy of the amendment or amendments in the Central Records Office. You may also arrange for a review of amendments by the Assessment and Admissions Office, which will apply the same criteria to the amendments as was applied to the original Pact.

CHAPTER IV

IMPLEMENTATION OF EDUCATIONAL PACT

This phase of your MMSC education consists of the following:

1. Carrying out the strategies for reaching your educational goals as outlined in your Educational Pact.
2. When appropriate, negotiating and carrying out Study Unit Contracts with faculty members.
3. When appropriate, making modifications in your Educational Pact as you gain new insights into your goals.

MMSC was founded on the premise that a metropolis is itself an extraordinary learning resource. It is for this reason that we have embraced the seven-county metropolitan area as our campus. You will, therefore, utilize existing resources to learn what you want to know. Specifically, this means using the publications, libraries, parks, and other facilities connected with governmental agencies, business firms, labor unions, schools, churches, museums, non-profit organizations, and other groups. The exact nature of "learning resources" is deliberately left open-ended in the hope that you will utilize anyone or anything that can contribute efficiently and effectively to your competency in a particular area. While remaining firmly committed to the notion of the metropolitan area as a pool of rich learning resources that students must aggressively and independently seek out, the college, however, recognizes its responsibility to assist students to organize some of those resources.

Full-Time and Community Faculty

One of the most valuable learning resources of the college is its faculty. In a departure from the traditional approach, the majority of MMSC's faculty

consists of persons drawn from the metropolitan community who have full-time responsibilities outside an academic setting. Such persons, whom we call the "community faculty", are individuals who live and work successfully throughout the cities. Some have advanced academic credentials and teaching experience; most do not. They do have a demonstrated capacity both to learn and to apply what they know. In developing the total faculty, the college has sought individuals who possess knowledge, experience, insights, values, and a commitment to which students respond. Conventional academic credentials are of limited importance; more important is the sharing of the assumptions on which the institution is built, the possession of competencies for preparing students for urban living, and the commitment and capacity to teach the kinds of students who enroll in MMSC.

Orientation programs for community faculty applicants are held periodically. These programs engage the applicants in many of the same activities as students themselves experience during orientation. Specifically, orientation coordinators provide an introduction to the college and assistance in assessing what competencies community faculty applicants can offer. As part of their orientation, community faculty applicants work with students under college supervision. We now have over two hundred persons catalogued in a pool of community faculty applicants and formally installed community faculty members from which you may draw in implementing your Educational Pact.

In addition to the community faculty pool, the college maintains a distinguished full-time faculty whose experience and training is primarily academic. They serve as orientation coordinators, Pact advisors and reviewers, teachers, and final evaluators. Community faculty members presently serve primarily as teachers.

"Teaching" at MMSC may take a variety of forms. Faculty members may be

involved simply as "facilitators" in pointing students towards resources, e.g. programmed texts, community organizations, books or booklists. On the other hand, you may negotiate Study Unit Contracts (see the next section) with faculty members to acquire a particular competency. This study may take the form of directed independent study, tutorial, practicum, seminar, "class", or whatever seems appropriate. Every other month, the MMSC full-time and community faculty offer "learning opportunities" directed toward fulfilling students' current needs and goals as they are identified in the Educational Pact Review phase.

In the interaction between the full-time and community faculty, some of the walls which typically surround an institution of higher education may be lowered if not completely eliminated. Instead of being exposed exclusively to a faculty whose members have devoted all of their adult years to academic life, you are exposed to a faculty that is largely made up of individuals who currently live and work successfully in the kinds of settings in which you will be functioning for the rest of your life.

A set of biographical sketches of the full-time and community faculty members and their individual assessments of what they have to offer students in terms of the five competency areas has been prepared and is available at the Coordinating Center in St. Paul and from your advisor. Your faculty advisor plays a major role in directing you to those community faculty members who may have something to offer you. College publications may be used by both students and faculty to seek out "like minds" and/or to organize groups with shared interests. Finally, periodic "curriculum fairs" are held by the college to advertise curriculum offerings by both full-time and community faculty members.

Study Unit Contracts

In general, students implement their educational pacts by negotiating

contracts for units of study with full-time and community faculty members. (See Appendix F) Each of these "study unit contracts" is a part of the student's strategy in achieving a level of competence in the five competency areas and the various sub-competencies. Upon the completion of the contract, an evaluation of work done and progress made is filed by the student and the appropriate faculty member. The advisor assists the student in identifying those persons best suited for specific competency goals.

The Study Unit Contract Form includes the following six items to be completed before you can begin work on a Study Unit:

1. Goal(s) to be achieved via this Study Unit: This must include a specific statement of the goal or goals towards which you will be working. The goals must relate to the goals specified in your Educational Pact.

2. Specific methods to be used in achieving goal(s): You must specify the strategies you plan to use in achieving your goals. While the strategies will obviously vary from situation to situation, a detailed account of the procedures that will be used must be given. For example, if you will be reading books, you should be sure to specify titles and authors; if you will be observing or visiting groups, you should specify exactly what you will be observing; if there will be regular or periodic meetings with a faculty member, you should specify the purpose of each meeting.

3. Contract Completion Criteria: These are your own personal criteria for knowing when you have completed the unit. This should be a precise statement of the projected skills, attitudes, and understandings you will gain from completing the Study Unit.

4. Competency Verification Methods: This is a statement of the agreement between you and the faculty member involved as to how the Study Unit Evaluation Form (see Appendix G) will be completed.

5. Assignment of Responsibility: This includes a precise statement of what you and the faculty member involved will perform, produce, or provide.

6. Duration of Contract: This includes a timetable for the completion of your Contract.

You, the faculty member supervising the Study Unit, and your advisor must sign the contract before work on the Study Unit begins. A copy of the Contract is then placed in your file. When work on the Study Unit Contract is completed the Study Unit Evaluation Form also is placed in your file.

* * *

Inevitably, the relation between you and your advisor will include many informal understandings as to how you will implement your educational plans. We encourage this, but we also want to offer a word of caution. You should recognize that from time-to-time college personnel will change. If your advisor leaves, you will be assigned to another, but the college cannot "enforce" the understandings you may have reached with your previous advisor unless they have been reduced to writing and incorporated into your Pact. Please be conscious of the need, therefore, to write up all important agreements and place them in your Pact.

Other Resources

In addition to the resources listed earlier, the college is building a reservoir of miscellaneous learning resources for students' use, including programmed texts for self-instruction, lists of community resources, calendars of educational events in the metropolitan area, and vocational information. These materials are now available at the Coordinating Center in St. Paul and will be available in the future at learning centers to be located throughout

the metropolitan area. Such centers will also serve as convenient meeting places for groups of students and their advisors, and for individual conferences.

The Hill Reference Library has established liaison with MMSC and will provide faculty and resources for MMSC students. At the moment, the Hill Library has provided shelf space for MMSC reference material whereon may be found texts on innovations in higher education, bulletins from all private, state, and parochial institutions of higher learning in the state, and other publications of interest to students and faculty. The Hill staff will place any book on this shelf at the request of MMSC faculty or students.

CHAPTER V

FINAL EVALUATION AND THE AWARDING OF DEGREES

This phase of your MMSC education consists of the following:

1. Development by you -- in consultation with your advisor -- of an Application for Final Evaluation and Degree which consists of a final analysis of competencies.
2. Appointment by the Assessment and Admissions Office of a Final Evaluation Committee, for which you may make nominations.
3. Conduct by the FEC of your final evaluation in accordance with the competency verification techniques incorporated into your Educational Pact.
4. Agreement between your FEC and you about the statements to be included in your narrative transcript which the college will maintain for you as its final record of your competencies.
5. Awarding of your degree.

Your education at MMSC will be completed when you have undergone a final evaluation by a Final Evaluation Committee selected for this purpose by the Office of Assessment and Admissions. You should plan to take this step when you conclude, after consultation with your advisor, that you have completed your Educational Pact, i.e., that you have achieved all of the competencies which you set out to achieve while enrolled in the college. When you make that determination, you should request a Final Evaluation and Application for Degree form (see Appendix H) from the Assessment and Admissions Office. You should submit this form to the Office, together with the following materials:

1. A copy of your Educational Pact, including all amendments thereto.

2. A copy of all Study Unit Contracts which you have negotiated, together with the verification of competencies which occur as a result of such contracts.
3. Any verification of competencies which occur as a result of your effort outside of Study Unit Contracts.
4. A carefully prepared final list of the competencies which you are requesting the college to verify for placement in your permanent official transcript. This list should include both those competencies which you listed in your Educational Pact as ones to be acquired by enrolling in the college and any you acquired without reference to college enrollment.

Responsibilities of the Assessment and Admissions Office

With regard to your final assessment, the Assessment and Admissions Office has the following responsibilities:

1. Selecting the members of your Final Evaluation Committee.
2. Distributing pertinent materials to committee members and arranging committee meetings, if any.
3. Performing the stenographic and clerical functions relative to the preparation of the committee's report.
4. Providing you with the results of the committee's evaluation of you in the form of a written committee report.
5. Representing the committee in any appeal which you make to the Final Evaluation Appeals Committee.
6. Certifying to the Central Records Office your official transcript, which becomes part of your permanent records at the college.

Membership of the Final Evaluation Committee

Your Final Evaluation Committee consists of as many individuals as the Assessment and Admissions Office determines is necessary. Your committee must include at least three members. You nominate not more than five individuals to serve, none of whom may be students at the college. This list of nominees must be accompanied by a description of the contribution which each nominee could bring to the committee. Your committee will include at least two persons from among those you nominate. You may also request that a student be appointed to serve on the committee. If you make this request, the Office, after consulting with you, will select a student to serve.

Purpose of Final Evaluation

The purpose of final evaluation is to verify by public (or objective) methods that you have the competencies which you listed in part two on your Educational Pact. These are the competencies which you want the college to verify. The record of this verification constitutes your official transcript.

In conducting the verification, your committee either directly verifies that you have achieved a particular competency by employing the methods for doing so which you have specified in part four of your Pact, or the committee authenticates the records of such verification by some other individual or agency (e.g., a faculty member acting in accordance with a Study Unit Contract) as you set forth in part four of your Educational Pact. After conducting the appropriate verification or authenticating activity, the committee prepares a written report. This consists of the committee's judgments and the related material which is outlined in the next section. No other material may be included by your committee in its official report of your Final Evaluation, although a committee may offer additional comments in a separate document, which may not be included in your permanent records. These comments are

addressed to the President and are directed to the improvement of college procedures, policies, and personnel.

The Content of the Committee's Report

Obviously, the committee's report (your transcript) is the most important document which the college maintains in your permanent file. This report may include only the following materials:

1. For each competency which you have listed in your Educational Pact as one which you want the college to verify, the committee may make the following statement: "In the judgment of the committee, the student has verified the following competency. (The competency is then listed.) To verify this competency the following procedure, designated by the student, has been used. (The procedure is then listed.) These procedures were carried out by: . (The name of the agency or individual carrying out the procedures is then listed.)"
   Following each such judgment you and your advisor may make such comment as you or your advisor deem appropriate. These comments, if any, will be included in the official report of the committee (and therefore in your transcript).
2. For each competency listed by the student, the committee may make the following statement: "In the judgment of the committee, the student has not verified the following competency, which competency the student in fact seeks to have verified and listed on his or her official transcript. (The competency is listed.) To verify this competency, the following procedures, as designated by the student, have been used. (The procedures are then listed.) These procedures were carried out by the following: (The agency or individual carrying out the procedures

is then listed.)" Following each such statement, the committee may make the following statement: "In the judgment of the committee, the particular method for verifying the foregoing competency is inappropriate for the following reasons: (The reasons are then stated.)" Following such a statement, the committee may make the following statement: "In the judgment of the committee, the particular method for verifying the foregoing competency, while inappropriate for that purpose, did in fact verify the following competency: (The competency is then stated.)"

Following any of the statements by the committee listed in the foregoing paragraph, you or your advisor may make such comment as you or your advisor deem appropriate, which, will be included in the official report of the committee (and therefore in your transcript).

Committee Procedures

Each Final Evaluation Committee must conform to the following procedures:

1. Decisions of the committee must be made by majority vote.
2. A committee member who dissents from the judgments of the majority may record his dissent but not as part of the committee's official report, unless you request in writing that it be made part of the report (and therefore on your transcript).

Requesting Re-Evaluation

If you determine that the judgments made by the committee are such that you would prefer to modify your Educational Pact and submit to another final evaluation rather than have the committee's judgments remain on your records, you must inform the Assessment and Admissions Office of this determination within seven days of receiving a copy of the committee's report. After

receiving your request, the Office will immediately remove the report from your permanent records. After you decide to revise your Educational Pact in accordance with this provision, you should inform both your advisor and the Orientation and Advising Office of your decision. You should file a new Educational Pact with the Central Records Office as soon thereafter if possible.

Final Evaluation Appeals Committee

The college has established a Final Evaluation Appeals Committee which consists of the Vice President as chairman, one full-time faculty member, one community faculty member, one student , and an administrative officer who serves as executive secretary with vote. This committee is empowered to hear appeals from students regarding the judgments included by Final Evaluation Committees in their reports. The committee is empowered to set aside such judgments and to incorporate its own judgments in place thereof. The committee is also empowered to consult with any individual or agencies which it believes can be of assistance to the committee in carrying out the committee's duties and responsibilities. Any judgment which the committee makes in place of judgments made by a Final Evaluation Committee may be commented upon by the student making the appeal or by his or her advisor. These comments will be included in the final report of the Final Evaluation Committee as modified by the Appeals Committee (and therefore in your transcript).

Should you decide to appeal the report of your Final Evaluation Committee, you must notify the executive secretary of the Appeals Committee within seven days of receiving a copy of your Final Evaluation Committee's report. You should designate specifically which judgment or judgments in that report you are appealing. The Appeals Committee may consider only the judgment or judgments which you designate. You will present your own case to the committee,

with such assistance as you desire from your faculty advisor. As noted above, your Final Evaluation Committee will be represented during the appeal by the Assessment and Admissions Office.

Official Transcript

Your final official transcript will consist of the report of your Final Evaluation Committee as that report may have been modified by the Appeals Committee. When you determine that this report is complete in its final form and that you will seek no further appeals or subsequent final evaluation, you must inform the Assessment and Admissions Office of this fact in writing. That Office will transmit the report as your official transcript to the Central Records Office.

The Awarding of Degrees

The Central Records Office will notify the President in writing when it has recorded your official transcript. The President will immediately issue to you an appropriate diploma or certificate (in case you are not seeking a degree). The President will also invite you to the next college convocation for the conferring of degrees and certificates, at which occasion the conferring of degrees and certificates is publicly confirmed.

SECTION THREE

COLLEGE OFFICERS

DAVID E. SWEET . . . . . President

DOUGLAS R. MOORE . . . . . .Vice President & Dean of the College

CATHERINE TISINGER . Treasurer & Dean of Administrative Services

JOHN CARDOZO . . . . . Secretary

GEORGE E. AYERS . . . . . Assistant Vice President

JEAN L. KING. . . . . Executive Assistant to the President

CHESTER ODEN, JR. . . . . Director of Advising & Orientation

JOAN SEIDEL . . . . . .Director of Assessment & Admissions

CATHERINE WARRICK . . . . . Dean of Learning Development

Administrative Staff

LAEL BERMAN. . . . . .Director of Information Services

JOHN BORG. . . . . .Admissions Counselor

MELVIN T. HENDERSON. . . . . Director of Internships

DOROTHY HOBBICK. . Assistant to the Dean of Learning Development

CHARLIE MAE HOLLINS. . . . . .Admissions Counselor

VIRGINIA JOHNSON . . . . . .Assistant to the Director of Advising and Orientation

PHYLLIS LEE. . . . . .Admissions Counselor

CAROL A. MAGEE . . . . . Recorder

ROBERT PAULS . . . . . Supervisor of Facility Services

GEORGE POWER, III . . . . Information Systems & Testing Officer

SUSAN SUNDBERG . . . . . Assistant to the Secretary

MMSC FACULTY

PROFESSORS

George E. Ayers
G. Theodore Mitau
Douglas R. Moore
Nicholas J. Oganovic
David E. Sweet
Catherine Tisinger

ASSOCIATE PROFESSORS

Lyle Ball
Carol E. Holmberg
Piers I. Lewis
Charles Libera
Chester W. Oden, Jr.
Susan V. Rydell
John R. Schorger
Catherine M. Warrick

ASSISTANT PROFESSORS

Robert C. Fox
Melvin T. Henderson
Joseph F. Levy
Miriam W. Meyers
Judith S. Pendergrass
George C. Power, III
Carole H. Schoenbach
Joan Seidel

INSTRUCTORS

Lael Berman
John N. Cardozo
K. Anita Mayfield

COMMUNITY FACULTY

The following individuals have been officially installed as members of the community faculty:

John Callaghan
John Chaplick
Milton Conrath
Evelyn Cottle
Bill Cox
Karl Dansky
Syl Davis
Janet Deming
Robert Fjerstad
Gerald Gerber
Larry Haeg
Geraldine Hansen
Sharon Hayenga
Janet Huizenga
George Humphrey
Edward Hunter
Leigh Kamman
Morris Keaton
David Kennedy
Theodore Kuck
Eunice McClurg
Donald McGinn
Larry Olds
Patricia Phillips
Michaele Rachlin
Mary Riley
James Robertson
Bryan Roszell
Richard Shaw
Alpha Smaby
Lucy Smith
Warren Spano
Eugene Spika
Roger Stand
Tom Trisko
Margrit Wakefield
Anne Webb
Joe West
Robert Worthington

MINNESOTA STATE COLLEGE BOARD

ROBERT DUNLAP . . . . . President, Rochester

FRANK CHESLEY . . . . . Vice President, Red Wing

ARNOLD ANDERSON . . . . . Treasurer, Montevideo

HOWARD CASMEY . . . . . Secretary, St. Paul

SIDNEY GISLASON . . . . . New Ulm

ELIZABETH JOHNSON . . . . . .St. Paul

FLORINE C. KOOLE. . . . . Minneapolis

KENNON ROTHCHILD. . . . . Mahtomedi

ALVIN STENBERG. . . . . .East Grand Forks

G. THEODORE MITAU

Chancellor of the Minnesota State College System

C. RAYMOND CALHOUN. . . . . Vice Chancellor for Plans & Development

NORMAN E. DYBDAHL . . . . . .Vice Chancellor for Administration

GARRY D. HAYS . . . . . .Vice Chancellor for Academic Affairs

THOMAS W. KELLY . . . . . Vice Chancellor for Educational Relations

SECTION FOUR

APPENDICES

APPENDIX A

COMMITTEE APPOINTMENTS FORWARDED BY THE PRESIDENT TO THE ASSEMBLY STEERING COMMITTEE FOR THE COMMITTEE'S ADVICE IN ACCORDANCE WITH COLLEGE REGULATION NO. 4

August 30, 1972

Educational Policies Committee	Component
Chairman, Professor Carol Holmberg	full-time faculty
Professor Miriam Meyers	full-time faculty
Professor Piers Lewis	full-time faculty
Richard Leider	community faculty
Roger Mandle	community faculty
John Gaylord 7344 Harriet Avenue South Richfield, Minnesota 55423 Phone: H - 866-9927 O - 332-2262	student
Janice L. Cole 214 South Fairview St. Paul, Minnesota 55105 Phone: H - 699-0203 O - 488-5921	student
Pat Rowe 167 North Dunlap St. Paul, Minnesota 55104 Phone: 644-1482	student
Pearl Jackson	PSPS
Brooks Cavin	College Association
Jon Morgan	College Association
Molly LaBerge	College Association
Executive Secretary, Dean Catherine Warrick	

Budget and Finance Committee	
Vice President Douglas Moore, Chairman	administrative officer
Professor Lyle Ball	full-time faculty
Robert King	community faculty
Rosalia Olsen 1632 Princeton South Minneapolis, Minnesota 55416 Phone: 377-3926	student
Susan Sundberg	PSPS
James Hetland	College Association
Henry Kingman	College Association

Budget and Finance Committee Con't.	Component
William Briggs	College Association
William Priedeman	College Association
Anita Mayfield (Assistant Treasurer, ex officio without vote)	
Executive Secretary, Dr. Catherine Tisinger, Treasurer	

Information Services and Community Relations Committee	
Marlow Burt, Chairman	College Association
Thomas Dolan	College Association
Joyce Schwichtenberg	College Association
Florence K. Stater	College Association
Professor Jeff Levy	full-time faculty
Joseph McDermott	community faculty
Janet Deming	community faculty
Samuel Herrmann 10624 Xavier Avenue South Bloomington, Minnesota 55437 Phone: 944-1080	student
Lois Weeks 1446 Lake Elmo Avenue Lake Elmo, Minnesota 55042 Phone: 739-5265	student
Phyllis Johnson 5301 Ayrshire Boulevard Edina, Minnesota 55435	student
Virginia Johnson	PSPS
Lael Berman (Director of Information Services, ex officio with vote)	
Executive Secretary, John Cardozo, Secretary of the College	

Task Force on Professional Academic Personnel Policies	
Eugene Spika, Chairman	community faculty
Janet Huizenga	community faculty
Professor Judy Pendergrass	full-time faculty
Professor Charles Libera	full-time faculty
Kenneth Pipke 6930 Oliver Avenue North Minneapolis, Minnesota 55430 Phone: H - 560-0093 O - 372-8936	student

Task Force on Professional Academic Personnel Policies Con't.	Component
Joanne Englund 1035 Cobb Road St. Paul, Minnesota 55112 Phone: H - 484-2863 O - 227-8726	student
Linda Jacob	PSPS
Al Saeks	College Association
Mary Phillips	College Association
Joan Seidel	administrative officer
George Ayers, Executive Secretary	

The President, Vice President, Secretary, and Treasurer of the College are ex-officio members of all committees and the task force.

APPENDIX B

VETERANS ADMINISTRATION BENEFITS

The program leading to a Bachelors of Arts Degree in Urban Liberal Studies at Minnesota Metropolitan State College (MMSC) has been approved by the Veterans Administration (VA) Regional Office at Fort Snelling. If you wish to apply for VA educational benefits under Chapters 31, 34, or 35 of Title 38 United States Code, application forms may be obtained from the VA Office at Fort Snelling, from local representatives of veterans organizations, from the Red Cross, or from the Treasurer's Office at MMSC. For further information about VA benefits, contact the business office at MMSC, at 296-4452.

APPENDIX C

FINANCIAL AID PROGRAM

For the 1972-73 fiscal academic year, July 1, 1972 to June 30, 1973, MMSC has received financial aid funds from the U. S. Office of Education. There are currently three types of federal financial aid available to MMSC students.

1. Educational Opportunity Grant. This grant makes it possible for students to receive financial assistance of from $200 to $1,000 per year. No repayment of these funds is required. The amount allocated to each student must be matched from one of the following three sources: a scholarship, a loan, or work-study employment; the total amount of such a grant, however, may not exceed 50% of the college's estimate of the student's total financial need.

2. National Defense Student Loan. This program makes it possible for a student to borrow up to $1,000 per year. Nine months after leaving school the student must begin repayment of this loan.

3. Work Study Employment Program. Students may earn amounts of $1.65 to $3.50 per hour in this program. The starting rate of pay is determined by the kind of work the student will do and his job responsibilites. The increments a student may receive are based upon the number of hours compiled. Under work-study regulations, students can work only 15 hours per week and must work for the college or other non-profit community organizations. Whenever possible, students qualifying for work-study will be assigned to jobs in their major fields of study or area of interest.

In addition to the three types of federal financial aid, MMSC has a small emergency loan and scholarship fund on hand and can help students secure low-

interest Federally Insured Loans from banks or other lending institutions that participate in this program.

Students needing further information about financial aids should contact the Financial Aids Officer, Office of the Treasurer, 296-4452.

APPENDIX D

EDUCATIONAL PACT COVER SHEET

_____
Student (typed)

_____
Faculty Advisor (typed)

Sources Consulted (typed)

_____ _____

_____ _____

_____ _____

_____ _____

Reviewers (signatures):

_____

_____

_____

_____

Student: _____
(signature)

Advisor: _____
(signature)

Pact Review Chairman:

_____
(signature)

Treasurer's Office Approval

_____
(signature)

Date: _____

(To be obtained by student prior to delivery to Assessment and Admissions Office.)

Date Received by Assessment and Admissions Office _____

Date Returned _____

APPENDIX E

EDUCATIONAL PACT

Student's Name _____

Faculty Advisor _____

SECTION I: Competency Analysis

SECTION II: Format of Pact

A. Basic Learning and Communication Competence

1. Statement of Educational goals based upon Competency Analysis.
2. Statement of strategies to be utilized in achieving educational goals.
3. Statement of methods to be used in determining whether educational goals have been obtained.

B. Self-Assessment Competence

1. Statement of Educational goals based upon Competency Analysis.
2. Statement of strategies to be utilized in achieving educational goals.
3. Statement of methods to be used in determining whether educational goals have been obtained.

C. Civic Competence

1. Statement of Educational goals based upon Competency Analysis.
2. Statement of strategies to be utilized in achieving educational goals.
3. Statement of methods to be used in determining whether educational goals have been obtained.

D. Vocational Competence

1. Statement of Educational goals based upon Competency Analysis.
2. Statement of strategies to be utilized in achieving educational goals.
3. Statement of methods to be used in determining whether educational goals have been obtained.

E. Re-Creational Competence

1. Statement of Educational goals based upon Competency Analysis.
2. Statement of strategies to be utilized in achieving educational goals.
3. Statement of methods to be used in determining whether educational goals have been obtained.

APPENDIX F

Study Unit Contract No. _____
(completed by Treasurer's Office)

STUDY UNIT CONTRACT

(This form must be typed or printed)

STUDENT'S NAME _____ TELEPHONE _____

Social Security No. _____ Enrollment Month _____

FACULTY NAME _____ TELEPHONE _____

TITLE/DESCRIPTION of this Study Unit _____

_____

_____

I have attached answers to the following items:

1. Goal(s) to be achieved via this study unit.
2. Specific methods to be used in achieving goal(s).
3. Contact completion criteria.
4. Competency verification methods.
5. Assignment of responsibility:
   a. Statement of what the student agrees to perform, produce, or provide.
   b. Statement of what the faculty agrees to perform and provide.
6. Duration of contract: beginning date _____
   ending date _____

   The ending date may be renegotiated by mutual consent of the two parties to the contract.

NOTATIONAL DATA _____

_____

_____

_____

_____ _____
Student Signature Date

_____ _____
Faculty Signature Date

_____ _____
Faculty Advisor Signature Date

APPENDIX G

Study Unit Contract No. _____
(completed by Treasurer's Office)

STUDY UNIT EVALUATION FORM

(This form must be typed or printed)

STUDENT'S NAME _____ TELEPHONE _____

Social Security No. _____ Enrollment Month _____

FACULTY NAME _____ TELEPHONE _____

TITLE/DESCRIPTION of this Study Unit _____

_____

_____

EVALUATION: In a paragraph or two an assessment of the student's work on the Study Unit contract must appear below. This evaluation should indicate progress by the student in reference to the specific competency goal(s) identified ~~in~~ the contract. It should further identify the demonstrated proficiency of the student in such areas as appropriate regarding written and oral communication, ability to identify issues, seek solutions, conceptualize, etc. A competency is defined in terms of knowledge, understanding, attitudes, and skills.

This evaluation has been shared with the student and he/she, by signature affixed below, is in agreement. Should there be disagreement which is unresolved, the student is to attach, in triplicate, a statement of his own, signed and dated.

_____ _____
Student Signature Date

_____ _____
Faculty Signature Date

_____ _____
Treasurer's Office Notation Approval for Payment Date

APPENDIX H

APPLICATION FOR
FINAL EVALUATION AND DEGREE

CANDIDATE: _____ FACULTY ADVISOR _____
Signature Signature

Candidate's Designations:* MMSC Designations:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

*Attach resume or short biographical sketch. None may be students at this stage of application.

Do you want a student on your FEC? _____ If so, the College in consultation with you, will select a student to sit on your FEC.

Are all the competency areas covered by your Nominees? _____

Do you have a specific procedure in mind for the conduct of your Final Evaluation by your FEC Committee? _____

Suggested FEC Meeting, Date, Time, and Place

_____

_____

_____

Date of Submission: _____

FEC Decision or Recommendation:

APPENDIX I

GLOSSARY

Advisor: The student's personal contact point with the college. All members of the full-time professional staff have advisees assigned to them. The Advisor is the "facilitator" or "broker" for the student, assisting the student in planning and developing the Educational Pact and assisting the student in utilizing available learning resources.

Candidate: A student is considered a candidate for a degree at the time he completes his Pact Implementation and has made application for Final Evaluation and Degree. This designation is for convenience in specifying a student's development to the final phase of his education.

Community Faculty: Members of the larger community, not full-time members of the MMSC staff, who, by reason of their particular skill or knowledge, are available as a learning resource for MMSC students. Community faculty members complete a course of orientation and supervision in working with students, before being installed.

Competency Areas: The college posits five broad areas of competence which should characterize a person with a baccalaureate level of education:

1. Basic Learning and Communication
2. Self-Assessment
3. Civic
4. Vocational
5. Re-creational

Competence: Demonstrated knowledge, skill, understanding, and attitudes in reference to a body of knowledge, a behavioral pattern, or a clinical function.

Competency Analysis: During Orientation the student provides a summary of competencies, referring to but not including, the actual verification of these competencies. This analysis accompanies the Educational Pact and is the foundation for Pact planning. It is also incorporated into the Narrative Transcript in Final Evaluation.

Verification of Competencies: Verification may occur in a variety of forms: statements from knowledgeable persons regarding the student and specific instances when the student demonstrated competence, study unit contract evaluations, tests and measurements, and projects or instruments providing demonstration of competent accomplishment.

Educational Format: This term identifies the process by which a student ordinarily progresses toward an education at MMSC.

Educational Pact: The total educational program drawn up by a student in consultation with his Advisor. This is the plan leading to a degree or certificate from the college. It is reviewed by the Pact Review Committee and is the basis for final evaluation. The pact represents a mutual agreement between the student and the college.

Equivalency Student: MMSC admits students having two or more years of college or its equivalent. Students admitted by the equivalency process are assessed eligible to do work at the third year level of college on the basis of verified competencies gained by life experience rather than, or in addition to, formal education.

Evaluation Form for Study Unit Contract: A written evaluation of the student's work under a Study Unit Contract. It is to be mutually agreed upon by the faculty member and the student.

FEC - Final Evaluation Committee: Upon completion of the Educational Pact, the student and his Advisor make application for final evaluation of the student's competencies vis a vis the strategies and procedures outlined in the student's Pact. Satisfactory completion of the Pact, attested to by the FEC, qualifies the student for his degree or certification.

Internship: A project integrating work and study -- practica, work-study, community or agency action project, on-the-job training, a learning-from-life-experience.

Narrative Transcript: A written, verbal account of the student's educational experience -- a summary of what the student has learned, how, and with whom. This transcript should be representative of the student's larger portfolio which contains verification of his competencies.

Orientation: That phase of the student's education following admission when, with a group of students led by an Orientation Coordinator, the student is introduced to a basic knowledge of the college and does his initial competency analysis.

Orientation Coordinator: The staff member handling an orientation group of students during the initial period of the student's enrollment at the college.

Pact Development: That phase in the student's experience at the college when he/she works with an Adivsor in designing his education. They articulate goals and strategies together and develop a Pact which is reviewed by the college.

Pact Implementation: When the Pact has been reviewed, the student sets about implementing the strategies he/she has identified. These strategies are instrumental to realizing the goals stated in the Pact.

Pact Review: After the student and his/her Advisor have completed the Pact Development, the Pact is submitted to the Assessment and Admissions Office. The Pact is studied and observations, criticism, and suggestions are recorded and given to the student. The procedures for Review are included in the Guide.

Prospectus: The college periodically issues Prospecti. These are elaborative and definitive statements of institutional policy, procedure and philosophy. Each Prospectus bears a number, i.e., Prospectus II.

Share: A share is a unitary designation of college resources available to students. Each student is granted a specific number of shares which he utilizes in "purchasing" desired college resources and services. Additional shares may be purchased by students.

Study Unit Contract: A specific agreement between a student and a faculty member (full-time or community) setting forth the details of a specific area of study leading to a competency.